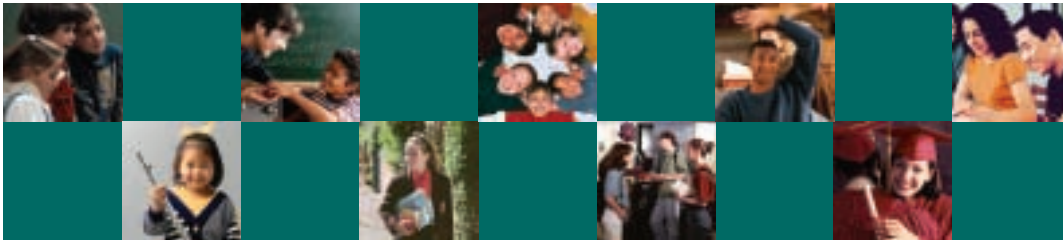


the condition of education 2002



INDICATOR 23

High School Academic Preparation and Postsecondary Progress

The indicator and corresponding tables are taken directly from *The Condition of Education 2002*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2002*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002025>) or contact ED PUBs at 1-877-4ED-PUBS.

Suggested Citation:

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2002*, NCES 2002-025, Washington, DC: U.S. Government Printing Office, 2002.

NATIONAL CENTER FOR EDUCATION STATISTICS

U.S. Department of Education
Office of Educational Research and Improvement

Postsecondary Persistence and Progress

High School Academic Preparation and Postsecondary Progress

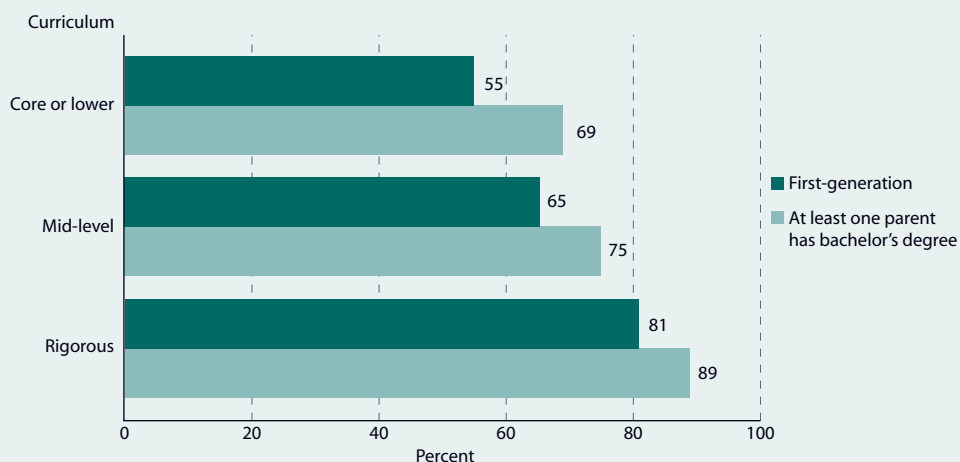
Rigorous academic preparation in high school narrows the gap in postsecondary persistence between first-generation students and their peers with a parent who has a bachelor's degree.

First-generation students are less likely to persist toward a bachelor's degree than other students. Among students who began their postsecondary education in 1995–96, first-generation students—those whose parents have no education beyond high school—were less likely than their peers to enroll in 4-year institutions (30 versus 70 percent) and, if they did, were less likely than other students to persist toward a bachelor's degree 3 years later (13 versus 33 percent) (NCES 98–082). The strongest predictor of eventual completion of a bachelor's degree is the academic rigor of secondary education (Adelman 1999). Three years after entering a 4-year institution, 87 percent of postsecondary students who had taken rigorous coursework in high school had stayed on the persistence track to a bachelor's degree, compared with 62 percent who had not exceeded the Core curriculum (NCES 2001–153). Students who stayed on the persistence track either remained at the initial 4-year institution in which they enrolled or made a lateral trans-

fer to a new 4-year institution with no break in enrollment.

Parents' level of education is associated with students' persistence in postsecondary education, but rigorous academic preparation in high school narrows the gap in postsecondary persistence between first-generation and other students. Among postsecondary students who had taken no more than the Core curriculum in high school and enrolled in a 4-year institution in 1995–96, first-generation students were less likely to stay on the persistence track toward a bachelor's degree in 1998 than their counterparts with a parent who has a bachelor's degree (55 versus 69 percent). In contrast, the likelihood of students who had taken rigorous coursework in high school staying on the persistence track did not differ meaningfully between first-generation students and their peers with a parent who has a bachelor's degree (81 versus 89 percent).

PERSISTENCE TRACK: Percentage of 1995–96 beginning postsecondary students who persisted toward a bachelor's degree, by the academic rigor of their secondary school curriculum and first-generation status: June 1998



NOTE: First-generation students are those whose parents have no postsecondary education. The Core curriculum includes 4 years of English and 3 years each of mathematics, science, and social science. The "rigorous" curriculum includes at least 4 years of English and mathematics (including precalculus), 3 years each of science (including biology, chemistry, and physics) and social studies, 3 years of foreign language, and 1 honors/AP course or AP test score. *Supplemental Note 5* provides more detail.

SOURCE: U.S. Department of Education, NCES. Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:1996/1998).

FOR MORE INFORMATION:

Supplemental Notes 1, 5
NCES 98–082, NCES 2001–153
Adelman 1999



High School Academic Preparation and Postsecondary Progress

Table S23 Standard errors for the percentage of 1995–96 beginning postsecondary students who persisted toward a bachelor’s degree, by the academic rigor of their secondary school curriculum and first-generation status: June 1998

Curriculum	First-generation	At least one parent has bachelor's degree
Total	1.7	1.2
Core or lower	3.3	2.6
Mid-level	2.9	2.2
Rigorous	4.1	2.0

SOURCE: U.S. Department of Education, NCES. Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:1996/1998).